**K-5 ELA Lesson Plan**

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| **Teacher: Klingler, Nixon-Carlos, Vaccaro** | | | **Grade: 2** | | **Date(s)**: 8.27.12-8.30.12 |
| **Unit Title:** Unit 1 - A Story to Share | | | **Corresponding Unit Task:** Task One – Story Map | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Assessments**  Pre-Assessment (link in GEMS)  Task 1 Checklist (link in GEMS)  100 Words List and student papers  **Books/Passages**  Wemberly Worried by Kevin Henkes  Chrysanthemum by Kevin Henkes  First Day Jitters by Julie Danneburg  Rainbow Fish by Marcus Pfister  Iris and Walter - Scott Foresman 2.1  A New Neighborhood (SF 2.1 p. 13b)  [Superhero Story](http://www.superteacherworksheets.com/reading-comp/2nd-superjoey_TZZTW.pdf)  **Student Supplies**  Writing Notebook/Response Log  Keyboard printout  Scale papers (Need to be made)  **Other Materials**  Vocabulary word cards (Need to be made)  Large fish poster (Need to be made)  Story Map anchor chart (Need to be made)  PBIS Lesson Plans (PBIS/Staff Notebook)  Paper  Pencils  Chart Paper  Markers  [Unit 1 Center Activities.docx](Unit%201%20Center%20Activities.docx)      “Story Elements Rap” on [www.flocabulary.com](http://www.flocabulary.com)  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters**  **\*\*keyboard, monitor, mouse**  **(in preparation for PowerPoint)** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s):**   1. **I can identify all the elements of a story.** 2. **I can accurately describe my Story Map.** 3. **I can identify major events and challenges in a story.** 4. **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**  **Day One -**   1. **Whole Group:** Teacher read aloud: **Wemberly Worried (Kevin Henkes), Chrysanthemum(Kevin Henkes),** **First Day Jitters (Julie Danneburg)** or another beginning of year story. Teacher will model “think-aloud” while making connections with text. 2. Use the story theme [sharing, collaboration, friendship] to guide discussion about classroom rules and collaboration.   **Day Two – Integrated with Writing day 2**   1. **Whole Group:** Teacher will read aloud **Wemberly Worried (Kevin Henkes), Chrysanthemum(Kevin Henkes),** **First Day Jitters (Julie Danneburg)** or another beginning of year story. Teacher will model “think-aloud” while making connections to text.   Students view “Story Elements Rap” on [www.flocabulary.com](http://www.flocabulary.com)   1. Teacher will further introduce vocabulary with vocabulary cards or poster that include word, definition and picture. 2. Teacher will model creation of story map through shared writing activity. Students will help teacher locate and record story elements on story map anchor chart. (Students can work as a class to locate elements or be broken into small groups and focus on individual elements (group listening for characters, group listening for problem, etc.) 3. Students work in pairs or groups to use story map to retell the story.   **Sample Questions:**  Who are the characters in the story?  What did the (character) do before/after (event)?  Where did the story take place? (Setting)  When did the story take place? (Setting)  How does (character) change after (event)? How do you know?  Why did the author write this story?  How does the author let the reader know that \_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_?  What is the problem/solution in the story?  How does the beginning introduce the story?  How does the ending conclude the story?  Why did the (character) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How can you describe (character)?  **Day Three –**   1. **Whole Group:** Recall/review story map anchor chart from yesterday. Teacher will review vocabulary with students: CHARACTERS, SETTING, PROBLEM and SOLUTION. 2. Teacher reads **Iris and Walter** (SF 2.1) aloud and discusses story elements while reading. 3. **Pairs/Groups Work**: Students work in pairs or groups to create a story map using story map organizer. 4. Pairs/Groups share aloud with the class. Listeners evaluate speakers to determine if they are correct, incorrect and why.   **Day Four –**   1. **Whole Group:** The students willlisten while teacher reads **A New Neighborhood** (SF 2.1 p. 13b) or [**Superhero Joey**](http://www.superteacherworksheets.com/reading-comp/2nd-superjoey_TZZTW.pdf)**.** 2. **Independent Work:** Students complete story map ofstory using story map template. 3. Students independently complete Pre-Assessment found on GEMS in Unit 1 Plan which includes Baseline Writing Assessment | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words *(e.g., because, and, also)* to connect opinion and reasons and provide a concluding statement or section.**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   1. **I can demonstrate an understanding of classroom rules and expectations.** 2. **I can write to express my opinion.** 3. **I can give reasons why I have an opinion.** 4. **I can focus on one topic when I write.** 5. **I can improve my writing by revising and editing.**   **Instructional Plan:**  **Day One -**   1. **Whole Group**: Discuss and/or create classroom rules – teacher models using positive language for students to understand rules and expectations. Teachers will share examples of positive vs. negative rules. 2. Teacher discusses with class why rules are important and records students’ opinions. Introduce and define **opinion** and explain that an opinion needs explanation (why/because). Model writing an opinion about which rule the teacher feels is the most important – use connecting word (because) to connect opinion to reasoning. 3. Teacher can introduce response logs/writing journals and discuss procedures for using notebook. 4. **Independent Work**: Students will choose which rule they think is the most important and record their opinion and explanation/reasoning in a sentence. 5. Students share their opinion sentence with the class, a small group, or a partner.   **Day Two – Integrated with Reading day 2**   1. **Whole Group**: Classroom writing procedures – what do good writers do? (***Begin anchor chart)*** Discuss and define **pre-writing** (brainstorming). 2. Teacher will define **character trait.** Work with students to brainstorm and list character traits of a character from the story read earlier. Teacher will help students to develop more specific vocabulary and add to chart as well (ex: sad – disappointed) 3. **Independent Work:** Students will choose a different character from a book we have read aloud and brainstorm and list character traits. 4. **Partner Work**: Students will meet with a partner or small group. They will share their list of words. Students will work together to develop more specific vocabulary words.   **Day Three -**   1. **Whole Group:** Review discussion of character trait from yesterday. Reread our list of traits we brainstormed. Teacher models using words from list to write sentences describing the character. Teacher will emphasize that good writers use capital letters, spacing and periods when writing sentences. ***(Add to anchor chart)*** 2. **Independent Work:** Students will use their list of words to write sentences describing the character they selected. 3. **Partner Work:** Students will share their sentences with a partner.   **Day Four –**   1. **Whole Group:** Discuss and define editing. Model for students reading through teacher’s sentences and correcting capitalization, punctuation and spacing errors. 2. **Independent Work:** Students work to edit their sentences, correcting capitalization, punctuation and spacing errors. 3. Students draw a picture of their character. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing.**  **I Can Statement(s):**   1. **I can do my best to spell word wall words.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Spelling Test – First 25/100 words.   **Day Two –**   1. **Whole Group:** Spelling Test –Second 25/100 words.   **Day Three –**   1. **Whole Group:** Spelling Test – Third 25/100 words.   **Day Four –**   1. **Whole Group:** Spelling Test – Fourth 25/100 words. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **SL.2.4. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   1. **I can demonstrate an understanding of classroom rules and expectations.** 2. **I can discuss text in small and large groups.** 3. **I can ask for clarification or further explanation if needed.** 4. **I can tell a story that is true and makes since.** 5. **I can tell a story with facts and or descriptive details.** 6. **I can retell an experience that is true and makes since.** 7. **I can retell an experience with facts and details.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Teacher will guide the students through a getting to know you/community building activity. Ideas include: **all about me book/bags, adjective name game (jumping Jesse), yarn game (throw ball and say one thing about yourself).** 2. PBIS Lesson   **Day Two–**   1. **Whole Group:** Review classroom rules and procedures (classroom behavior system, supplies, bathroom, etc.) 2. PBIS Lesson 3. Classroom community building activity – **Rainbow Fish** activity (each student uses fish scale paper to record one positive thing about partner in class. Create classroom fish with scales.)   **Day Three –**   1. **Whole Group:** Review classroom rules and procedures (classroom behavior system, supplies, bathroom, etc.) 2. PBIS Lesson 3. Classroom community building activity   **Day Four –**   1. **Whole Group:** Review classroom rules and procedures (classroom behavior system, supplies, bathroom, etc.) 2. PBIS Lesson 3. Classroom community building activity | | | | |
| **Closing/Summarizing Strategy** | **Evidence of independent work; participation in discussions; review of rule constitution; sharing problem/solution activity.**  **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| 1. Students can add more specificity to the story map by using descriptive vocabulary to describe the plot and the setting. 2. Create an illustration of the setting/plot. Write a sentence that explains the illustration using key words and phrases that give an in depth description of the setting/plot. 3. Students will read books independently and create their own story maps. 4. Students can create their own “character” using traits to describe them. They can write about this make-believe character and draw a picture to match. | | 1. Scaffolded summary (explicit, systematic, multisensory) – Teachers will scaffold students’ identification of “who, what, where, when, why, and how” questions to summarize. 2. Teachers will either provide text on the students independent reading level for the instruction or present grade level text to students in another accessible way (e.g., teacher read aloud, partner read, book on tape) 3. After reading, students will answer “who, what, when, where, and why” questions to summarize what they have read and to completer the story map. 4. Scaffolded steps:    * Each student has their own “who, what, when, when, why” card and touches/slides this card when orally answering each question as it relates to the story.    * Each student then records a short answer to each item (who, what, when, why) on each card.    * Students then put the cards in its appropriate place on the story summary template (see story summary).    * Students verbally summarize the story summary.    * Students can use cards or written story summary to complete the story map.   *(This strategy comes from NC Reading Foundations training, originally from* [*www.neuhaus.org*](http://www.neuhaus.org)*)*   1. Students will practice answering who, what, where, when, why and how questions using text on their instructional level during Guided Reading with the support of the teacher. 2. Students may use sticky notes to record information from a text while reading (e.g. recording each event in a story as they encounter it while they read). These sticky-notes may then be used to help transfer the information to the story map. 3. Students can practice putting the events from a story in the correct sequence using teacher-created materials (e.g. sequencing cards, sentence strips, etc. 4. Teacher will read stories aloud. 5. Teacher will create anchor chart of “Good Writing Practices” for children to refer to. | | | 1. Vocabulary cards and Story Map Anchor Chart will be posted. 2. As students begin to complete their story maps, the language proficiency levels of the students should be taken into account in order to modify the assignment as needed. For example, a level 1 (entering) student might only be expected to draw a picture of the characters, setting, problem and solution. The below charts are helpful in determining how to modify instruction, assignments and assessments since they provide the descriptors for what students at particular levels should be able to do successfully (with support).      1. It may be necessary to provide ELLs at lower proficiency levels with key words in a **word bank** from which to choose when completing their story maps. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Pre-Assessment (link in GEMS)  Task 1 Checklist (link in GEMS)  100 Words Spelling | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*